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ABSTRACT

This handbook contains a wide variety of information and forms for principals administering Educational Consolidation Improvement Act (ECIA) Chapter 1 programs in Orange County, Florida, schools. Included are: lists of eligible schools, district staff, and staff assignments; an outline of principals' responsibilities; guidelines for serving the exceptional student; clarification of non-instructional duties; explanation of the ECIA Chapter 1 complaint procedure; a Chapter 1 fact sheet; Chapter 1 job descriptions; a sample parent letter; and an outline of required documentation records. The blank forms needed for fulfilling most of the Chapter 1 principals' administrative requirements are included, as well as procedures and forms for meeting testing and evaluation requirements. (KH)

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ECIA CHAPTER I

HANDBOOK FOR PRINCIPALS

1986-1987

UD025260

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ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
HANDBOOK FOR PRINCIPALS

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ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
ELIGIBLE SCHOOLS, 1986-1987

The forty-eight (48) Chapter I schools are listed in order of eligibility based on selection procedure utilizing percent of economically disadvantaged students.

SCHOOLS	PERCENT	SCHOOLS	PERCENT
1. MAXEY	93.67	25. BLANKNER	50.26
2. IVEY LANE	91.14	26. DILLARD STREET	47.91
3. WHEATLEY	89.68	27. LAKE WESTON	46.74
4. HUNGERFORD	79.82	28. KILLARNEY	45.97
5. TILDENVILLE	76.89	29. LANCASTER	43.97
6. HILLCREST	76.03	30. SADLER	42.82
7. ORLO VISTA	71.99	31. LAKE SILVER	42.75
8. ORANGE CENTER	68.36	32. PRINCETON	42.53
9. APOPKA ELEM	67.57	33. DURRANCE	41.75
10. GRAND AVENUE	67.46	34. CYPRESS PARK	41.69
11. TANGELO PARK	65.66	35. HIAWASSEE	41.64
12. ROCK LAKE	62.58	36. PALMETTO	39.53
13. CATALINA	60.81	37. LOVELL	39.43
14. PINELOCH	60.13	38. RIDGEWOOD PARK	38.22
15. LAKE COMO	58.48	39. BONNEVILLE	36.32
16. WASHINGTON SHORES	58.39	40. SPRING LAKE	36.31
17. PINE HILLS	56.20	41. OAK HILL	35.98
18. RAY, MOLLIE	54.09	42. ROLLING HILLS	35.24
19. FERN CREEK	53.74	43. DREAM LAKE	34.42
20. ZELLWOOD	53.61	44. AZALEA PARK	33.26
21. ECCLESTON	52.76	45. OCOEE	32.69
22. KALEY	51.97	46. ENGELWOOD	32.66
23. RICHMOND HEIGHTS	51.94	47. LOCKHART	32.32
24. COLUMBIA	51.17	48. CLARCONA	

NEGLECTED OR DELINQUENT CENTERS

1. BETA HOUSE
2. ORANGE HOUSE
3. LITTLE RED SCHOOL HOUSE
4. ORLANDO REGIONAL DETENTION CENTER
5. THEE DOOR

NON-PUBLIC

1. ST. ANDREWS
2. ST. CHARLES
3. ST. JAMES
4. ST. JOHN
5. GOOD SHEPHERD
6. PAL ACADEMY

1/CHAP/103.3
7/16/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
DISTICT STAFF

SENIOR ADMINISTRATOR	LOUIS L. FOSTER 423-9281
PROGRAM CONSULTANTS	MAXIE CINNAMON 422-3200 X640
	RUTHENIA WARD 422-3200 X636
DISTRICT RESOURCE TEACHERS	DEBRA ALLEN 422-3200 X468
	ROBERT ALLEN 422-3200 X638
	CAROLYN DORMAN 422-3200 X576
	ELAINE THOMPSON GARDNER 422-3200 X642
	CAROL HARTMAN 422-3200 X669
AUDIO/VISUAL TECHNICIAN	DOMINIC O'DONNELL 422-3200 X394
SECRETARIES	TBA 422-9281
	EVA GIBBS 422-3200 X309
PROGRAM ASSISTANT (FINANCE AND PERSONNEL)	DIANE MCCALLAN 422-3200 X637
CHAPTER I OFFICE ADDRESS	434 North Tampa Avenue Orlando, Florida 32805
	Program Consultants Station 210 Administrative Center
(For Courier)	Resource Teachers Station 402 Chapter I Annex

1/mf/122
7/16/86

CHAPTER I
SCHOOL ASSIGNMENTS 1987

Group 1 - Ruthenia Ward
Program Consultant

Group 2 - Maxie Cinnamon
Program Consultant

Carolyn Dorman, Resource Teacher

1. Blankner
2. Dillard Street
3. Ivey Lane
4. Maxey
5. Oak Hill
6. Ocoee
7. Orange Center
8. Orlo Vista
9. Pine Hills
10. Ridgewood Park
11. Rock Lake
12. Spring Lake
13. Tildenville

Debra Allen, Resource Teacher

1. Columbia
2. Cypress Park
3. Durrance
4. Eccleston
5. Fern Creek
6. Hillcrest
7. Lake Como
8. Palmetto
9. Pineloch
10. Sadler
11. Tangelo Park

Bob Allen, Resource Teacher

1. Grand Avenue
2. Lake Silver
3. Mollie Ray
4. Rolling Hills

Bob Allen, Resource Teacher

1. Beta
2. Detention Center
3. Little Red School House
4. Orange House
5. Thee Door

Elaine Gardner, Resource Teacher

1. Apopka
2. Clarcona
3. Dream Lake
4. Hiawassee
5. Hungerford
6. Killarney
7. Lake Weston
8. Lockhart
9. Lovell
10. Princeton
11. Richmond Heights
12. Wheatley
13. Zellwood

Carol Hartman, Resource Teacher

1. Azalea Park
2. Bonneville
3. Catalina
4. Engelwood
5. Kaley
6. Lancaster
7. Washington Shores
8. Good Shepherd
9. PAL Academy
10. St. Andrew
11. St. Charles
12. St. James
13. St. John Vianney

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1/CHAP/177
7/31/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
PRINCIPAL'S RESPONSIBILITIES

A. The principal's responsibilities for ECIA Chapter I personnel are the same as for other personnel at the school:

   a. recommends employment
   b. supervises
   c. evaluates
   d. takes steps for dismissal when necessary

B. Substitutes are available for ECIA Chapter I teachers. The procedures for securing substitutes for Chapter I teachers are the same as for other teachers. It is important that substitute expenditures be charged to the budget of the appropriate project. A "Request for Substitute Teacher Pay Form" (gold) must be completed and forwarded to Lee Foster, project administrator. If additional gold forms are needed, contact Kathy Gary, 422-3200, extension 645.

NOTE: SUBSTITUTES ARE NOT PROVIDED FOR CHAPTER I STAFF DEVELOPMENT ACTIVITIES.

C. There are no provisions for employing substitutes for tutors or assistants. However, for an extended absence, temporary appointments are appropriate. Contact the Chapter I office for approval.

D. A Personnel Transaction Form should be completed immediately upon appointment, reappointment, change (within school), transfer (to a different work location-federal or county), or termination, and sent directly to Diane McCallan, program assistant, ECIA Chapter I, Station 210, Administrative Center.

   Extra forms are available at the Personnel Office, Administrative Center, Tampa Avenue.

1/CHAP/169.59

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
GUIDELINES FOR SERVING THE EXCEPTIONAL STUDENT

A. Students that are served full-time in Exceptional Education programs are not eligible to be served by Chapter I.

B. Chapter I children certified as eligible to be served by the Exceptional Education Program and who are not receiving these services are not eligible to be served by Chapter I.

C. Full time (school day) pupils in the Exceptional Education Program are presumed to have their needs met through the state program as defined in the Florida Statutes; therefore, they are not eligible for Chapter I services.

D. Children who are served part-time (pull-out) in the Exceptional Education Program are eligible to be served provided they meet the ECIA Chapter I selection criteria. Example: Students receiving exceptional education services in math only are eligibile for Chapter I reading only and conversely, students receiving exceptional education services in reading only are eligible for Chapter I math only.

E. Children who are receiving Speech/Hearing services are not selected by academic criteria; therefore, these students are exempt from meeting ECIA Chapter I exceptional student guidelines, and may be served in Chapter I regardless of their status in speech and hearing provided they meet the ECIA Chapter I selection criteria.

F. Children in the Exceptional Education Program who qualify for the ECIA Chapter I Program must attend the required number of Chapter I sessions per week. (Reading - 4 days, Math - 5 days)

G. When a student already receiving Chapter I services is staffed into an exceptional program, this student must be dropped from Chapter I.

1/CHAP/169.65

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
NON-INSTRUCTIONAL DUTIES CLARIFICATION

I. INTERPRETATION OF REGULATIONS

State guidelines for implementation of Chapter I, P.L. 97-35 has clarified the utilization of Chapter I personnel for non-instructional duties. The following guidelines and restrictions are for scheduling Chapter I personnel for "other" school duties:

A. "An agency that receives Chapter I assistance may assign personnel paid entirely with Chapter I funds to certain duties not related to classroom instruction and that do not benefit only the children participating in the Chapter I project, if --

1. Such assignments are made at public school sites only.

2. These non-instructional duties are equitably distributed among personnel having similar duties and responsibilities at the same school site; and

3. The proportion of total work time that Chapter I personnel at the same school site spend performing these non-instructional duties does not exceed the lesser or either

(a) The proportion of total work time that Chapter I personnel having similar duties and responsibilities spend performing these non-instructional duties; or

(b) Ten per cent of the Chapter I person's total school day as defined by a school district; and

4. Such assignments do not interfere with the planning, implementation and/or evaluation of the instructional program as described in the project application.

B. For purposes of this section, Chapter I instructional personnel may be used to:

1. Assist in the administration of school-wide or grade-level testing as long as the children whom they would be teaching at a given time are participating in the school-wide or grade-level testing that is being administered at that particular time; and

2. Assist in school-wide or grade-level activities as long as the children whom they would be teaching at a given time will be participating in such activities."

1/chap/169.25

C. The following represent some examples of non-instructional duties that Chapter I personnel are <u>not</u> permitted to perform:

1. test chairperson
2. curriculum resource teacher
3. assistant principal
4. acting principal
5. grade chairperson or team leader
6. activity sponsor (student council, safety patrol, etc.)
7. test administrator
8. "fill-in" for other personnel (teachers, aides, secretaries, media specialists, etc.)
9. school store manager
10. school events coordinator (math and science fairs, assemblies, etc.)

II. INTERPRETATIVE DEFINITIONS

To facilitate the determination if a particular non-instructional duty assignment meets the requirements of P.L. 97-35, Section 556(d)(10), the following definitions of the descriptors used in this section are given:

A. Limited - the total time does not exceed 10 per cent of the employees' paid work day or does not exceed the same proportion of the total time spent by similarly situated personnel at the same school site, whichever is less.

B. Supervisory - the primary purpose of the assigned duty is to oversee, direct, or manage students to assure their safety and well-being during times they do not receive regularly scheduled instruction. Should the nature of the duty permit the employee to perform incidental tasks during the duty period, the test shall be made against the primary purpose of the duty.

C. Similarly Situated - includes those employees for whom the educational training, experiences and qualifications required for employment are the same; whose assigned tasks, or a majority thereof, enumerated on the position description, are the same; and whose earned benefits and privileges are comparable.

D. Rotating - the intent of this requirement is to assure equitable assignmnents for both Chapter I and similarly situated personnel. The rotation of personnel can occur on a weekly, monthly, or quin basis when the school's instructional schedule is best served by such a rotational plan.

Acceptable Monitoring Documentation Includes:

* Daily schedules
* Individual schedules and assignments
* Master duty assignments

SOME CAUTIONS - Public School Sites Only:

A. TEACHERS - If Chapter I personnel are assigned non-instructional duties then all instructional personnel must be on a roster. (This includes classroom, art, music, physical education teachers, etc.)

B. TUTORS/READING SUPPORT ASSISTANTS - If Chapter I personnel are assigned non-instructional duties, then all aides employed with state or local funds must be on the duty roster.

C. Classroom supervision by classroom teachers cannot be equated to extra duty at any time (including before and after school).

D. Chapter I personnel may serve on committees but should not chair or assume primary responsibility for activities that serve the entire school or grade level in a school.

E. Chapter I personnel may accept an extra duty that carries a supplement if all time required for the supplemented position is outside of the seven-hour-and-thirty minute day.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I TEACHER
NON-INSTRUCTIONAL DUTIES

SCHOOL _____

CHAPTER I TEACHER'S NAME _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
*Total Minutes					

*Total number of minutes should not exceed 42 minutes for each day.

Please return to your program consultant by August 29, 1986.

CHAPTER I TEACHER'S SIGNATURE _____

PRINCIPAL'S SIGNATURE _____

1/Chap/116

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
COMPLAINT PROCEDURE

Education Consolidation and Improvement Act of 1981

I. Definition -- A "Chapter I complaint" is a claim by a person that the district or an individual school is in violation of Chapter I of the Education Consolidation and Improvement Act of 1981.

II. Who May Complain?

1. Any parent residing in the district.
2. Any teacher employed in the district.
3. Other concerned individuals of the district.
4. Other concerned organizations of the district.

III. Complaint Procedure

1. Execute a Chapter I complaint form (available in district office).
2. Submit the Chapter I complaint form to the Chapter I project administrator.
3. The Chapter I project administrator shall investigate the complaint to determine if the complaint is legally warranted and shall endeavor to resolve the complaint.
4. A written decision of the disposition of the complaint shall be forwarded to the complaintant not to exceed 30 days following the filing of the complaint.

1/CHAP/169.23

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
COMPLAINT FORM

1. NAME OF INDIVIDUAL OR ORGANIZATION MAKING COMPLAINT.

_____
Name

_____
Address

_____
Phone

2. NATURE OF COMPLAINT: (to be completed by complaintant.) Please be specific as to the complaint: identifying school, individual, or program involved and other pertinent facts applicable. Add attachment if necessary.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
FACT SHEET

PROGRAM:

Supplemental instructional reading program utilizing the limited pull-out model with reading support teachers; supplemental tutorial math program utilizing the in-class model with math tutors.

PURPOSE:

To improve reading and mathematics skills of selected students.

TARGET POPULATION:

Eligible students in grades 1, 2, and 4.

SELECTION CRITERIA:

Grade 1:

1. Students must have been screened and recommended for preventative strategies.

2. Behavioral checklists must be completed for reading and math.

Grades 2 and 4:

Those students who score at or below the 33%ile on the total reading and/or total math batteries of the

(1) Comprehensive Tests of Basic Skills (CTBS) given in the spring of 1986, or during the 1986-87 school year,

OR

(2) other approved nationally normed standardized tests given in the last twelve (12) months.

DELIVERY OF SERVICE:

Reading: Students will receive supplementary reading instruction by teachers utilizing the whole language approach for approximately forty (40) minutes four days per week, except those weeks when Chapter I staff development activities are scheduled.

Math: Students will receive supplementary math assistance by tutors for approximately thirty (30) minutes, five days per week except those weeks when Chapter I staff development activities are scheduled.

1/CHAP/169.30

FACT SHEET
Page 2

INSTRUCTIONAL PROCEDURES:

The classroom teacher:

(1) delivers the initial instruction in reading and math to the Chapter I student.

(2) determines the specific reading and/or math skills to be reinforced by Chapter I personnel.

(3) confers with Chapter I teachers and tutors monthly to coordinate students' needs.

(4) indicates skills needing reinforcement for each Chapter I student by checking the Skills Assigned (S/A) column on the Coordination Form.

(5) documents monthly conferences with Chapter I teachers and tutors by initialing, dating, and noting any appropriate comments on the Coordination Forms.

The Chapter I Teacher:

(1) The Coordinating Teacher delivers no less than 24 instructional sessions per week. The Reading Support Teacher delivers no less than 28 instructional sessions per week.

(2) supports the regular classroom reading instruction by providing supplementary reinforcement of identified reading skills via an alternative approach which integrates language processes - listening, speaking, writing, and reading.

(3) teaches students in all three (3) grade levels (1, 2, and 4) in groups not to exceed eight (8) at any one time.

(4) establishes a time certain for the monthly conference with classroom teachers to coordinate students' progress and documents said conference on the Coordination Forms.

(5) documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

1/chap/169.31

FACT SHEET
Page 3

The Chapter I Math Tutor:

(1) delivers forty-three tutorial sessions each week. (Tutorial time will equal 210 minutes for Wednesday; 270 minutes for the other four days, except when Chapter I staff development is scheduled.)

(2) works with students individually or in groups not to exceed three (3) at any one time.

(3) works with students on enabling skills that support the regular classroom math instruction.

(4) provides understanding through experiences that reinforce mathematical algorithms by modeling and using concrete objects before proceeding to drill activities.

(5) uses a variety of materials/activities including computer software programs to reinforce skills.

(6) establishes a time certain for the monthly conference with each classroom teacher to discuss strategies and students' progress.

(7) documents monthly conferences with each classroom teacher by initialing the Coordination Form for each Chapter I student served.

(8) documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

1/CHAP/169.32
6/26/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
COORDINATING TEACHER JOB DESCRIPTION

The Chapter I Coordinating Teacher, responsible to the principal of the school, supports the reading instruction of the regular classroom. The Chapter I Coordinating Teacher will utilize the "Whole Language Approach" (listening, speaking, reading, and writing) in remediating the prescribed skills previously taught by the classroom teacher.

TYPICAL DUTIES:

1. Deliver twenty-four (24) instructional sessions weekly of approximately forty (40) minutes to no more than eight (8) students in a group.

2. Deliver instructional services to all three (3) grade levels (grades 1, 2 and 4).

3. Confer with each classroom teacher monthly, or more often if necessary, to coordinate the needs of Chapter I reading students. (Said conference and identification of skills needing remediation will be documented via the Coordination Form.)

4. Maintain coordination forms, schedules and plans.

5. Send parent letters prior to Chapter I services.

6. Assume the responsibility of coordinating, facilitating and maintaining the documental records for local, state and federal agencies.

   a. Rosters
   b. Testing documents
   c. Testing referrals
   d. Orange County Prep Screening Instrument (copies)
   e. Behavioral Checklists
   f. Student release forms
   g. Requisition forms
   h. Reading and math expenditure forms
   i. Inventories
   j. Movement orders

7. Administer the Comprehensive Tests of Basic Skills (CTBS) to comply with evaluation and eligibility requirements.

8. Organize materials and equipment in the designated Chapter I location.

9. Order appropriate authorized reading/math materials and supplies to meet students' needs. Maintain copies of all requisition/expenditure forms.

10. Maintain a record of materials and supplies ordered by dating receipt of items on the blue copy of the requisition form. (Indicate back orders by BO)

11. Schedule weekly meetings with the Chapter I reading team (Reading Support Teacher and Reading Support Assistant) to articulate program needs, coordinate materials and prepare unit plans.

12. Provide orientation activities for parents, faculty, teachers of grades 1, 2, and 4 and any new teacher hired after the initial orientation.

13. Assign eligible students to Math Tutors.

14. Verify that the Math Tutors' plans document coordination with skills prescribed on the Math Coordination Forms and that plans indicate modeling of enabling skills and the use of manipulatives.

15. Coordinate schedules of the Math Tutors.

16. Observe each Math Tutor in the classroom monthly to determine strengths and weaknesses. Schedule follow-up conference.

17. Serve as liaison for Math Tutors.

18. Attend Chapter I staff development activities.

19. Serve as Parenting Department liaison.

20. Confer with assigned district level Chapter I staff.

21. Other duties as assigned.

QUALIFICATIONS:

EDUCATION: The Chapter I Coordinating Teacher must be certified in Elementary Education.

EXPERIENCE: The Chapter I Coordinating Teacher must have a minimum of three (3) years successful elementary classroom teaching experience.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING SUPPORT TEACHER JOB DESCRIPTION

The Chapter I Reading Support Teacher (RST), responsible to the principal of the school, supports the reading instruction of the regular classroom. The RST will utilize the "Whole Language Approach" (listening, speaking, reading, and writing) in remediating the prescribed skills previously taught by the classroom teacher.

TYPICAL DUTIES:

1. Deliver twenty-eight (28) instructional sessions weekly of approximately forty (40) minutes to no more than eight (8) students in a group.
2. Deliver instructional services to all three (3) grade levels (grades 1, 2, and 4).
3. Confer with each classroom teacher monthly, or more often if necessary, to coordinate the needs of Chapter I reading students. (Said conference and identification of skills needing remediation will be documented via the Coordination Form.)
4. Maintain coordination forms, schedules and plans.
5. Send parent letters prior to Chapter I services.
6. Assist the Chapter I Coordinating Teacher with the roster.
7. Assist in the administration of the Comprehensive Tests of Basic Skills (CTBS).
8. Assist in the organization of materials and equipment in the designated Chapter I location.
9. Provide input in ordering appropriate authorized reading materials and supplies to meet students' needs.
10. Meet weekly with Chapter I reading team (Coordinating Teacher and Reading Support Assistant) to articulate program needs, coordinate materials and prepare unit plans.
11. Attend Chapter I staff development activities.
12. Confer with assigned district level Chapter I staff.
13. Other duties as assigned.

QUALIFICATIONS:

EDUCATION: The Chapter I Reading Support Teacher must be certified in Elementary Education.

EXPERIENCE: The Chapter I Reading Support Teacher must have a minimum of three (3) years successful elementary classroom teaching experience.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH TUTOR JOB DESCRIPTION

The Chapter I Math Tutor, responsible to the principal of the school, supports the math instruction of the regular classroom. The tutor will assist with the instructional process for target students by providing activities to reinforce skills previously taught by the classroom teacher.

TYPICAL DUTIES:

1. Delivers forty-three tutorial sessions each week. (Tutorial time will equal 210 minutes for Wednesday; 270 minutes for the other four days, except when Chapter I staff development is scheduled.)

2. Works with students in all three (3) grade levels (1, 2, and 4) individually or in groups not to exceed three (3) at any one time.

3. Establishes a time certain for the monthly conference with each classroom teacher to obtain skill prescriptions and to discuss students' progress.

4. Maintains plan sheets that reflect coordination between the regular school program and the Chapter I supplemental program.

5. Works with students on enabling skills that support the regular classroom math instruction.

6. Provides understanding through experiences that reinforce mathematical algorithms by modeling and using concrete objects before proceeding to drill activities.

7. Uses a variety of materials/activities including computer software programs to reinforce skills.

8. Documents monthly conferences with each classroom teacher by initialing the Coordination Form for each Chapter I student served.

9. Documents presentation (S/P) of skills for each student by checking the appropriate column on the Coordination Form.

10. Assumes the responsibility of maintaining the documental records necessary for program implementation.

    a. Schedules
    b. Plans
    c. Coordination Forms

11. Notifies immediately and submits the Coordination Form to the Chapter I Coordinating Teacher when a student is withdrawn from the program.

12. Assists the Chapter I team in the organization and maintenance of materials.

1/CHAP/169

MATH TUTOR JOB DESCRIPTION
Page 2

13. Attends Chapter I staff development activities.

14. Assists in maintaining an inventory of materials and equipment.

15. Meets with the Chapter I Coordinating Teacher to articulate program needs.

16. Confers with assigned district level Chapter I staff.

17. Other duties as assigned.

QUALIFICATIONS:

EDUCATION: The math tutor should possess a high school diploma or G. E. D. equivalent.

EXPERIENCE: Prior work experience with children is desirable.

1/CHAP/169/J
7/2/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING SUPPORT ASSISTANT JOB DESCRIPTION

The Chapter I Reading Support Assistant is responsible to the school principal in assisting the Chapter I Reading Support Teachers.

TYPICAL DUTIES:

1. Type stories for the children to share at home, create and prepare supplementary games, word cards, sentence strips and other materials to be used with the "Whole Language" approach.

2. Perform clerical tasks relevant to the operation of the Chapter I program, i.e., typing requisitions, assisting with rosters, observation reports, and ordering needed forms, etc.

3. Meet with Chapter I reading team to provide suggestions and receive instructions regarding appropriate extended whole language activities.

4. Assist students in editing and revising stories using the word processor.

5. Assist with monitoring during evaluation testing.

6. Accompany target students to and from the Chapter I instructional area.

7. Assist in the organization and maintenance of the materials and equipment located in the designated Chapter I location.

8. Assist in maintaining and updating reading and math materials inventories.

9. Assist in providing an attractive and literate classroom environment. Display environmental print and functional labels, current messages and notices, and child-written poems and stories.

10. Assist in the distribution and collection of materials and supplies needed for instructional sessions.

11. Assist with behavioral management record keeping when applicable.

12. Maintain a daily log of activities.

13. Other duties as assigned.

Qualifications:

Education: The Reading Support Assistant should possess a high school diploma or G.E.D. equivalent.

Experience: Two (2) years successful Chapter I working experience.
Computer literate.
Enthusiastic about reading.
Ability to communicate with children.
Have a good command of the English language.
Typing skills.
Self motivated.

ORANGE COUNTY PUBLIC SCHOOLS
P.O. Box 271 • 434 North Tampa Avenue • Orlando, Florida 32802

_____
Date

Dear Parent:

Based on the results of achievement tests, your child _____ has qualified for participation in the ___ Reading Component and/or ___ Math Component of the ECIA Chapter I Program. This program is a supplemental Reading and Math Program in the first, second and fourth grades.

We feel that the Chapter I Program will give your child the boost in reading/math that will improve his/her performance in these areas. With the use of Chapter I funds, we are able to provide instructional personnel to support the classroom teacher and to give your child more individual attention.

You are urged to become involved at the district level by attending the parent meetings. The meetings will be held at least (2) times a year to discuss Federal and State Guidelines and to entertain your suggestions concerning future goals for the project. Your involvement in the district's efforts to meet your child's educational needs is encouraged.

We hope you will be pleased with our efforts to provide the best education possible for your child.

Sincerely,

Louis L. Foster
Chapter I Senior Administrator

_____
Classroom Teacher

_____
Principal

_____
Chapter I (Reading)

_____
Chapter I (Math)

Cut on dotted line and return this portion to your child's school.

☐ I plan to attend the parent meetings.

I prefer meetings to be held ☐ Morning ☐ Afternoon ☐ Evening
(Please check one)

☐ I am not able to attend the parent meetings, but would like to be informed about Chapter I events (open house, workshops, etc.).

Comments: _____

_____
Child's Name

_____
Parent/Guardian Signature

_____
School

_____
Home Phone

1/CHAP/169.1

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
DOCUMENTATION RECORDS

TEST RECORDS

a. Test booklets for first and second grades
b. Answer sheets for fourth grade

After verification by Chapter I district staff, these documents will be removed for storage and retained for (5) five years.

REQUEST FOR TESTING

The request for testing form provides a part of the testing documentation needed to verify that the student has been placed below grade level in reading, or has math deficits and there are no existing test scores. These forms are to be filed and retained for (5) five years.

TESTING RECORD

The testing record provides a part of the testing documentation needed to verify student eligibility and the disposition of each case. Any second or fourth grade student not on your school's spring CTBS print-out must be listed on this form including transferred students. These forms are to be filed and retained for (5) five years.

BEHAVIORAL CHECKLISTS

The behavioral checklist is one part of the selection criteria to determine student eligibility. A reading and math behavioral checklist must be completed for each first grade applicant. (See Fact Sheet: Selection Criteria) Checklists are to be filed and retained for (5) five years.

TEACHER OBSERVATION CHECKLIST FOR K-1.5 CHILDREN

The Orange County PREP screening instrument is one part of the selection criteria to determine student eligibility. This instrument must be completed for each first grade applicant. File and retain for five (5) years.

STUDENT RELEASE FORMS

Student release forms document that students previously identified as eligible for Chapter I services are no longer receiving those services because of reasons indicated on the form. Appropriate signatures are required. Forms are to be filed and retained for (5) five years.

STUDENT ROSTER/MAINTENANCE FORM

The roster documents component eligibility for students receiving Chapter I services. The monthly Student Roster print-out is to be filed and retained for (5) five years.

COORDINATION FORMS

Coordination forms provide documentation that the classroom teacher has prescribed specific skills for remediation and that a conference has occurred monthly between classroom teacher and Chapter I personnel. These forms are to be retained until the end of the current school year.

1/CHAP/169.43

DOCUMENTATION RECORDS
Page 2

SCHEDULES

Schedules provide records needed to document that the required amounts of services are being provided to eligible target students. New schedules need to be submitted anytime there is a major change in student contacts and/or a change in time students are served. Schedule sheets are to be filed and retained until the end of the current school year.

INSTRUCTIONAL GROUP ASSIGNMENTS

This form lists students by groups for whom instructional plans are made. Current group assignments need to be updated as needed and retained until the end of the current school year.

PLAN SHEETS

Plan sheets provide records needed to document that skills prescribed by the classroom teachers are being reinforced/remediated. Plans for how the skills are to be reinforced/remediated need to be completed prior to student contact. Plan sheets are to be filed and retained for three (3) years.

REQUISITIONS

Requisitions will originate at the school site. The blue copy is to be retained by the Chapter I Coordinating Teacher until the end of the current school year.

EXPENDITURE FORM/BUDGET ALLOCATION MEMO

The reading and math expenditure forms will provide a record of purchases and a current balance. These forms are to be updated after each purchase and retained along with the budget allocation memo until the end of the current school year.

PROPERTY INVENTORY/INSTRUCTIONAL MATERIALS INVENTORY

Verify all equipment and furniture listed on the property inventory print-out; provide an up-to-date inventory of all instructional materials; i.e. kits, games, books, etc. with an appropriate check-out system.

OBSERVATION REPORT

The observation report documents articulation of the child's program between home and school. Retain until the end of the current school year.

INSERVICE/ORIENTATIONS

Inservice announcements document that opportunities have been extended to Chapter I personnel to participate in staff development activities. These memos are to be filed and retained until the end of the current school year.

Sign-in sheets for orientation activities at your school for teachers and/or parents document that this service has been provided by Chapter I personnel. These records are to be retained until the end of the current school year.

1/CHAP/169.44

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
ORIENTATION SIGN-IN SHEET

SCHOOL _____ DATE _____

NAME	POSITION

1/CHAP/169/X
7/21/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
STUDENT RELEASE FORM

Student's Name _____ Grade _____

School _____ Date _____

He/She will no longer receive Chapter I services because:

☐ His/Her parents do not wish the child to participate in Chapter I at this time.

_____
Parent's/Guardian's Signature

_____

_____

☐ He/She has been staffed into an Exceptional Education Program.

_____
Principal's Signature

1/CHAP/169.8

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING COORDINATION FORM

INTRODUCTION:

The purpose of the coordination form is to insure meaningful coordination/support to the regular classroom teacher's reading prescription for each target student. The listing of skills on this form constitutes a range of reading and language-related skills. Through use of a whole language approach, language-related skills can be woven together into a smooth and meaningful flow of instruction.

STUDENT _____ GRADE _____

READING TEACHER _____ CHAPTER I TEACHER _____

READING SERIES PLACEMENT _____ DATE _____/_____
(Name and level of book) (Entry) (Withdrawal)

QUALIFYING TEST SCORE _____ % ile INST. GROUP # _____

CHAPTER I CHECKLIST OF READING AND LANGUAGE RELATED SKILLS:

LISTENING

S/A S/P
( ) ( ) 1. Listens to simple stories or short poems (attention span).
( ) ( ) 2. Memorizes poems and songs
( ) ( ) 3. Answers/solves a simple riddle from verbal clues.
( ) ( ) 4. Listens and follows discussion
( ) ( ) 5. Interprets prose, poetry, and song through creative body movement, pantomime
( ) ( ) 6. After hearing a short and simple story read, can tell main themes

SPEAKING

( ) ( ) 7. Expresses needs, desires, and feelings verbally
( ) ( ) 8. Participates verbally in imaginative play
( ) ( ) 9. Contributes to group discussion
( ) ( ) 10. Describes story characters and their feelings
( ) ( ) 11. Uses the words over, back, front, top, bottom, near, far, behind, above, beside, longer, and shorter to demonstrate understanding of spacial relationships
( ) ( ) 12. Uses the words, today, yesterday, tomorrow, before, after, sooner, and later to demonstrate understanding of relative time concepts
( ) ( ) 13. Uses first, last, left, right, top, bottom, inside, outside, beginning, and ending to demonstrate an understanding of the concept of place
( ) ( ) 14. Verbally expands simple sentences using adjectives, adverbs, prepositional phrases
( ) ( ) 15. Recalls and shares information
( ) ( ) 16. Relates a sequence of events
( ) ( ) 17. Hypothesizes
( ) ( ) 18. Uses different speaking modes: conversation, discussion, interviewing, making announcements, giving directions, story telling, reporting
( ) ( ) 19. Asks relevant questions

READING

( ) ( ) 20. Recognizes central meaning
( ) ( ) 21. Recognizes cause/effect relationships
( ) ( ) 22. Recognizes problems and their solutions
( ) ( ) 23. Makes predictions
( ) ( ) 24. Relates literature to personal life
( ) ( ) 25. Distinguishes between fact/fantasy/opinion
( ) ( ) 26. Draws conclusions
( ) ( ) 27. Makes judgments
( ) ( ) 28. Makes comparisons
( ) ( ) 29. Recognizes mood
( ) ( ) 30. Elaborates/expands on the text
( ) ( ) 31. Classifies/categorizes information

S/P

( ) ( ) 32. Recalls facts/details
( ) ( ) 33. Locates information
( ) ( ) 34. Uses a table of contents
( ) ( ) 35. Relates pictures to print
( ) ( ) 36. Follows directions
( ) ( ) 37. Recognizes literary formats

Understanding Sentences

( ) ( ) 38. Notes syntactic patterns (sentence structure)
( ) ( ) 39. Notes rhythm
( ) ( ) 40. Uses syntactic cues
( ) ( ) 41. Transforms sentences
( ) ( ) 42. Expands sentences
( ) ( ) 43. Reduces sentences
( ) ( ) 44. Notes parts of speech
( ) ( ) 45. Notes types of sentences
( ) ( ) 46. Understands punctuation

Understanding Words

( ) ( ) 47. Uses semantic cues (word meaning)
( ) ( ) 48. Uses syntactic cues (sentence structure)
( ) ( ) 49. Uses phonographemic cues (sound/symbol relationships)
( ) ( ) 50. Uses context clues
( ) ( ) 51. Recognizes sight words
( ) ( ) 52. Notes rhyme
( ) ( ) 53. Notes syllables
( ) ( ) 54. Develops vocabulary
( ) ( ) 55. Uses visual discrimination clues (word and letter recognition)
( ) ( ) 56. Uses auditory discrimination clues
( ) ( ) 57. Alphabetizes/orders information

WRITING

( ) ( ) 58. Labels components of a scene
( ) ( ) 59. Organizes information
( ) ( ) 60. Uses literary patterns
( ) ( ) 61. Uses different modes (letter, story, instructions, lists)
( ) ( ) 62. Uses content editing (drafting, revising)

S/A Skill Assigned (LEA)

S/P Skill Presented (Ch. I)

1/mf/167.3
6/09/86

COORDINATION DOCUMENTATION

Date _____
LEA _____ Chapter I _____
Comments _____

Date _____
LEA _____ Chapter I _____
Comments _____

Date _____
LEA _____ Chapter I _____
Comments _____

LEA _____ Chapter I _____
Comments _____

Date _____
LEA _____ Chapter I _____
Comments _____

Date _____
LEA _____ Chapter I _____
Comments _____

Date _____
LEA _____ Chapter I _____
Comments _____

Date _____
LEA _____ Chapter I _____
Comments _____

Date _____
LEA _____ Chapter I _____
Comments _____

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH COORDINATION FORM

INTRODUCTION:

The purpose of the coordination form is to insure meaningful coordination/support to the regular classroom teacher's math prescription for each target student. The listing of skills on this form constitutes a wide range of math.

STUDENT _____ GRADE _____

MATH TEACHER _____ CHAPTER I TUTOR _____

QUALIFYING TEST SCORE _____ % ile DATE _____/_____
(Entry) (Withdrawal)

CHAPTER I CHECKLIST OF MATH SKILLS:

NUMERATION

S/A S/P
( ) ( ) 1. Identify top, bottom, left, right, inside, and outside positions
( ) ( ) 2. Classify objects by common attributes
( ) ( ) 3. Match sets to show the same number
( ) ( ) 4. Recognize, copy, and extend linear patterns/spacial patterns
( ) ( ) 5. Identify which of two sets has more or fewer objects
( ) ( ) 6. Compare numbers 0 to 20
( ) ( ) 7. Write numbers for sets of 5 to 31 objects
( ) ( ) 8. Order numbers 0 to 31
( ) ( ) 9. Count, write, and order numbers for a set of 0 to 12 objects
( ) ( ) 10. Count on or back with numbers 0 to 12
( ) ( ) 11. Recognize and use ordinal numbers to tenth
( ) ( ) 12. Read, write and order 2-digit numbers.
( ) ( ) 13. Read, write, and count numbers through 100 in order
( ) ( ) 14. Skip count by twos, threes, fives, and tens
( ) ( ) 15. Identify even and odd numbers
( ) ( ) 16. Compare numbers through 100
( ) ( ) 17. Recognize and use ordinal numbers through twenty-sixth
( ) ( ) 18. Read and write 3-digit numbers for objects grouped by hundreds tens, and ones.
( ) ( ) 19. Read, write, count, and order numbers through 999
( ) ( ) 20. Use money notation through three digits
( ) ( ) 21. Identify the greater or lesser of two 3-digit numbers
( ) ( ) 22. Round to the nearest ten, hundred, thousand or dollar
( ) ( ) 23. Read, write and compare numbers through four digits
( ) ( ) 24. Read and write numbers through six digits
( ) ( ) 25. Write standard numbers for Roman numerals
( ) ( ) 26. Read and write numbers through nine digits
( ) ( ) 27. Count coins and dollars, make change and use money notation

ADDITION

( ) ( ) 1. Find sums by adding 1 or 2 more
( ) ( ) 2. Recall addition facts where one addend is 1, 2, 3, or 0
( ) ( ) 3. Recall addition facts to 5, 10, 12, 18
( ) ( ) 4. Add three 1-digit numbers where sums are 12 or less
( ) ( ) 5. Add two or three 2-digit numbers without trading, including money
( ) ( ) 6. Add three or four 1-digit numbers
( ) ( ) 7. Add 2 or 3 2-digit numbers with trading, including money
( ) ( ) 8. Add 3-digit numbers without trading including money
( ) ( ) 9. Estimate sums by rounding to the nearest ten, hundred, or dollar
( ) ( ) 10. Find sums of up to four 3-digit addends
( ) ( ) 11. Add 4-digit numbers including money
( ) ( ) 12. Add 5-digit numbers including money
( ) ( ) 13. Solve word problems

1/mf/167.5

SUBTRACTION

S/P

( ) ( ) 1. Find differences by subtracting 1 or 2
( ) ( ) 2. Recall subtraction facts through 5, 10, 12, 14, 18 including money
( ) ( ) 3. Recall subtraction facts where the subtrahend is 1, 2, 3, or 0
( ) ( ) 4. Subtract 2-digit numbers without trading, including money
( ) ( ) 5. Subtract 2-digit numbers with trading
( ) ( ) 6. Subtract 3-digit numbers without trading
( ) ( ) 7. Subtract 3-digit numbers with trading including money
( ) ( ) 8. Estimate differences by rounding to the nearest ten, hundred, or dollar
( ) ( ) 9. Subtract 4 and/or 5-digit numbers including money
( ) ( ) 10. Solve word problems

MULTIPLICATION

( ) ( ) 1. Find products using related pictures
( ) ( ) 2. Recall multiplication facts through 5 x 5, 9 x 5, 9 x 9 including order property
( ) ( ) 3. Use multiplication facts to multiply three numbers and to find missing factors
( ) ( ) 4. Multiply 2-digit factors, 3-digit factors, 4-digit factors by 1-digit factors including money
( ) ( ) 5. Identify multiples of 1-digit numbers
( ) ( ) 6. Identify a missing factor given a product and one factor
( ) ( ) 7. Identity factors of numbers less than 20
( ) ( ) 8. Find products of multiples of 10, 100, and 1,000
( ) ( ) 9. Estimate products by rounding a factor to the nearest ten, hundred, or dollar
( ) ( ) 10. Multiply 2-digit factors, 3-digit factors by 2-digit factors including money
( ) 11. Solve word problems

DIVISION

S/A S/P

( ) ( ) 1. Find quotients using related pictures
( ) ( ) 2. Find quotients when the divisor is 1 through 5 using related multiplication facts
( ) ( ) 3. Recall division facts
( ) ( ) 4. Divide by 1-digit divisors to find 2-digit quotients
( ) ( ) 5. Divide by 1-digit divisors to find 3-digit quotients
( ) ( ) 6. Find averages
( ) ( ) 7. Estimate quotients by rounding to the nearest ten or dollar
( ) ( ) 8. Divide by 2-digit divisors to find 1-digit quotients
( ) ( ) 9. Divide by 2-digit divisors to find 2-digit quotients
( ) ( ) 10. Solve word problems

FRACTIONS

( ) ( ) 1. Identify halves of a region or set
( ) ( ) 2. Identify halves, thirds, and fourths of an object or set using related pictures
( ) ( ) 3. Find fractional parts of numbers using related pictures
( ) ( ) 4. Compare fractions, using related pictures
( ) ( ) 5. Compare fractions by finding equivalent fractions with like denominators
( ) ( ) 6. Find equivalent fractions and fractions reduced to lowest-terms
( ) ( ) 7. Write whole or mixed numbers fractions greater than 1
( ) ( ) 8. Add and subtract fractions with unlike denominators
( ) ( ) 9. Multiply and divide fractions with like and unlike denominators

DECIMALS

( ) ( ) 1. Write decimals to represent ones and tenths
( ) ( ) 2. Find differences of one-place decimals
( ) ( ) 3. Write decimals through hundredths including money
( ) ( ) 4. Compare decimals through hundredths
( ) ( ) 5. Find sums and differences of decimals through thousandths
( ) ( ) 6. Find products of decimals through thousandths

MEASUREMENT

S/A S/P

( ) ( ) 1. Identify the tallest, longest, or shortest of three objects
( ) ( ) 2. Identify which container holds more or less
( ) ( ) 3. Measure length using nonstandard units
( ) ( ) 4. Measure length using standard units
( ) ( ) 5. Measure to the nearest inch
( ) ( ) 6. Choose appropriate units of capacity or weight, and read a Fahrenheit thermometer
( ) ( ) 7. Find area by counting squares; find volume by counting cubes
( ) ( ) 8. Estimate length using inches, feet, yards, and miles; measure length to the nearest 1/4 inch
( ) ( ) 9. Find the perimeter by adding the lengths of the sides
( ) ( ) 10. Find perimeter in inches and area in square inches
( ) ( ) 11. Find area by multiplying length times width; find volume by multiplying length times width times height
( ) ( ) 12. Estimate weight using ounces, pounds and tons.
( ) ( ) 13. Estimate capacity using cups, pints, gallons; estimate weight using pounds; estimate temperature using degrees Fahrenheit

Graphs

( ) ( ) 1. Make and interpret tally charts and bar graphs; interpret picture graphs
( ) ( ) 2. Use number pairs to locate and name points on coordinate graphs

Time

( ) ( ) 1. Identify which of three activities occurred first, next and last
( ) ( ) 2. Identify which of two activities takes more or less time
( ) ( ) 3. Tell time to the hour and half hour; read a calendar
( ) ( ) 4. Tell time by reading a 12-hour clock, a calendar, or a time zone chart; tell time before or after a given time

Money

S/A S/P

( ) ( ) 1. Count pennies through 12¢
( ) ( ) 2. Recognize the value of nickels and dimes
( ) ( ) 3. Count groups of coins up to 99¢
( ) ( ) 4. Count coins and dollars, make change and use money notation through three digits

Metric

( ) ( ) 1. Find perimeter in centimeters by measuring and adding the lengths of the sides
( ) ( ) 2. Estimate length using meters and kilometers
( ) ( ) 3. Estimate capacity using liters and milliliters; estimate weight using grams and kilograms; estimate temperature using degrees Celsius

Geometry

( ) ( ) 1. Identify solid shapes that are ball shaped, can shaped and box shaped
( ) ( ) 2. Identify circles, squares, triangles and rectangles
( ) ( ) 3. Identify triangles, squares and rectangles and give the numbers of sides and corners
( ) ( ) 4. Recognize when two figures appear to be the same shape and/or size
( ) ( ) 5. Complete shape patterns and identify whether an object is inside, outside or on a plane figure
( ) ( ) 6. Recognize when a figure appears to have a line of symmetry
( ) ( ) 7. Identify cubes, spheres, cylinders, rectangular prisms, squares, rectangles, circles, and triangles
( ) ( ) 8. Identify segments, angles, and right angles
( ) ( ) 9. Identify space and plane figures and count their vertices, faces and sides
( ) ( ) 10. Identify and name points, lines, segments, parallel and intersecting lines, rays, angles and right angles

S/A Skill Assigned (LEA)
S/P Skill Presented (Ch. I)

ADDITIONAL SKILLS	COORDINATION DOCUMENTATION
SEPTEMBER	Date _____ LEA _____ Chapter I _____ Comments _____
OCTOBER	Date _____ LEA _____ Chapter I _____ Comments _____
NOVEMBER	Date _____ LEA _____ Chapter I _____ Comments _____
DECEMBER	Date _____ LEA _____ Chapter I _____ Comments _____
JANUARY	Date _____ LEA _____ Chapter I _____ Comments _____
FEBRUARY	Date _____ LEA _____ Chapter I _____ Comments _____
MARCH	Date _____ LEA _____ Chapter I _____ Comments _____
APRIL	Date _____ LEA _____ Chapter I _____ Comments _____
MAY	Date _____ LEA _____ Chapter I _____ Comments _____

ORANGE COUNTY PUBLIC SCHOOLS
TEACHER OBSERVATION CHECKLIST FOR K-1.5 CHILDREN

TO BE COMPLETED WITHIN EIGHT WEEKS OF ENTRY

NAME _____ TEACHER _____ GRADE _____ DATE _____

CHECK PROBLEM AREAS		CHECKS	COMMENTS
MOTOR	Gross motor coordination - jumping, hopping balancing, skipping		
	Fine motor - cutting, pasting, folding, coloring, pencil grip, drawing, writing		
	Copying/spacing - shapes, numbers, letters, words		
	Other		
VISUAL	Visual discrimination - matching		
	Visual memory - pictures, shapes, colors, sizes, numbers, letters, words		
	Sequencing - pictures, colors, numbers, letters, words		
	Other		
AUDITORY	Auditory discrimination - sounds/words		
	Following oral directions		
	Auditory memory - sounds, letters, words, sentences, numbers		
	Other		
LANGUAGE	Personal information - name, age, address, birthday, phone number, parent name		
	Abbreviated language/one-word response		
	Appropriate responses		
	Vocabulary - verbal, written, sight		
	Grammatical structure - oral/written		
	Other		
SOCIAL EMOTIONAL	Communication with peers/adults		
	Works independently/uses time wisely		
	Participates in activities/withdrawn behavior		
	Disruptive/inappropriate behavior		
	Self image		
	Attention span		
	Completes work		
	Other		

*Recommended Strategies (Check one or more after PREP Team Meeting)

Enrichment ☐	Developmental ☐	Possible Preventative ☐

1/PREP/113.29

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING-FIRST GRADE
BEHAVIORAL CHECKLIST

_____ _____ _____
Student Date School

DIRECTIONS

Check behavioral characteristics with which student has difficulty.

_____ 1. Copying letters and shapes
_____ 2. Matching forms according to size and shape
_____ 3. Matching letters
_____ 4. Repeating patterns using colors, pictures and shapes
_____ 5. Scanning visually left to right
_____ 6. Repeating sequence of sounds (verbal and non-verbal)
_____ 7. Stating personal information (name, address, phone number)
_____ 8. Distinguishing between real and make-believe
_____ 9 Communicating ideas orally
_____ 10. Working independently
_____ 11. Following directions
_____ 12. Recognizing letter names
_____ 13. Identifying first, last, top, middle, and bottom
_____ 14. Repeating a sentence
_____ 15. Retelling story in own words
_____ 16. Describing simple objects or experiences
_____ 17. Listening attentively

Total number of checks _____

Classroom Teacher's Signature _____

1/CHAP/169.9 AB0041

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH-FIRST GRADE
BEHAVIORAL CHECKLIST

_____ _____ _____
Student Date School

DIRECTIONS

Check behavioral characteristics with which student has difficulty.

_____ 1. Working independently
_____ 2. Following directions
_____ 3. Identifying top, bottom, left, right, inside, and outside positions
_____ 4. Classifying objects by a common attribute
_____ 5. Recognizing and extending a linear pattern
_____ 6. Matching sets to show the same number
_____ 7. Identifying the tallest, longest, or shortest of three objects
_____ 8. Identifying which of two sets has more or fewer objects
_____ 9. Identifying which of three activities occurred first, next, and last
_____ 10. Identifying which of two activities takes more or less time
_____ 11. Recognizing numbers and shapes
_____ 12. Copying numbers and shapes
_____ 13. Identifying circles, squares, and triangles
_____ 14. Identifying solid shapes that are ball shaped, can shaped, and box shaped
_____ 15. Identifying halves of a region or set
_____ 16. Recognizing numbers for sets of 0 to 9 objects
_____ 17. Constructing sets of 0 to 9
_____ 18. Identify the first through the fifth object in an ordered set
_____ 19. Identify pennies and nickels

Total number of checks _____

Classroom Teacher's Signature _____

1/CHAP/169.10 AB00410

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
REQUEST FOR TESTING

TO: _____, Chapter I Reading Support Teacher

FROM: _____, Classroom Teacher

DATE: _____

STUDENT: _____ I.D.# _____ GRADE ____

NOTE: THIS FORM IS TO BE COMPLETED ONLY FOR STUDENTS WITHOUT EXISTING TEST SCORES.

READING GRADES 2 or 4

_____ 1. This student is placed in a reading book which is one (1) year below student's assigned grade level.

_____
Identify Reader

MATH GRADES 2 OR 4

_____ 2. This student has been observed for a period of three weeks and exhibits math deficits.

_____

_____

TO BE COMPLETED BY CHAPTER I READING SUPPORT TEACHER

		Check One ( )	
	Percentile	Qualifies	Does Not Qualify
1. Record CTBS Total Reading %ile	_____	_____	_____
2. Record CTBS Total Mathematics %ile	_____	_____	_____

1/CHAP/169.22

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TRANSFER FORM

NAME: _____ GRADE LEVEL_____

SENDING SCHOOL: _____

DATE STUDENT ENTERED SENDING SCHOOL: _____

GRADES 2 or 4

QUALIFYING PERCENTILE SCORES:

Reading _____

Math _____

Date Tested _____

Name of Test _____

Check One:

_____ Tested in county

_____ Tested out of county

GRADE 1

Since there are no qualifying test scores for first grade students, please attach copies of the following:

_____ Orange County PREP screening instrument

_____ Reading Behavioral Checklist

_____ Math Behavioral Checklist

1/CHAP/169/X.2

ORANGE COUNTY PUBLIC SCHOOLS
ECIA CHAPTER I
STUDENT ROSTER/MAINTENANCE FORM

SCHOOL NUMBER (39 40 41 42) (DUP) TEACHER INITIALS (43 44 45) (DUP) PAGE NUMBER (46 47 48) (DUP)

SCHOOL NAME

COORDINATING TEACHER

DATE

SCHOOL YEAR (1 2) (DUP) COUNTY (3 4) (DUP)

STUDENT NAME	STUDENT NUMBER (5 6 7 8 9 10 11 12 13 14)	* GRADE (15 16)	** REPEAT FLAG (17)	*** COMPONENT CODE (18)	SPRING Z's R (19 20)	SPRING Z's M (21 22)	FALL Z's R (23 24)	FALL Z's M (25 26)	ENTRY DATE (27 28 29 30 31 32)	DROP DATE (33 34 35 36 37 38)

* GRADE = numeric e.g. 04, 06

** REPEAT FLAG = Y or blank
Y = repeat student

*** COMPONENT CODE = R, M, or B
(R) = reading, (M) = math, (B) = Both

NOTE: Do not include dashes (-) in STUDENT NUMBER or slashes (/) in ENTRY or DROP DATES.

5/632

AB00407

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
STUDENT ROSTER/MAINTENANCE FORM DIRECTIONS

1. SCHOOL YEAR
   Fields 1-2 Must indicate current school year. (86)
   School year will not change in January, it will still be 86.

2. COUNTY
   Fields 3-4 County Number (48)

3. STUDENT NAME - STUDENT NUMBER
   Fields 5-14 Student numbers must be correct. Incorrect student numbers will not be indicated on the Rejection Transaction Edit Report unless the number does not exist. If incorrect student numbers are entered, students who do not qualify for Chapter I services could be reported as receiving services. Students listed on the roster print-out must be verified after each submission.

4. GRADE
   Fields 15-16 Lead zeros must be used, e.g. 04, 01.

5. REPEAT FLAG
   Field 17 Indicate retentions by Y, if student has not been retained, leave field blank.

6. COMPONENT CODE
   Field 18 Use R or M to indicate single component contacts. Use B to indicate double contacts.

7. SPRING %'s FALL %'s
   Fields 19-26 Lead zeros must be used for single digits. DO NOT enter scores in both spring and fall columns. Students entering program with test scores other than CTBS must be entered in the fall column.

8. ENTRY DATE/DROP DATE
   Fields 27-38 Do not include dashes or slashes in dates. Lead zeros will be needed for single digit months.

9. SCHOOL NUMBER
   Fields 39-42 School number

10. TEACHER INITIALS
    Fields 43-45 Coordinating Teacher Initials

11. PAGE NUMBER
    Fields 46-48 Each month begin with page 1 and number following pages consecutively.

1/CHAP/169.39

STUDENT ROSTER/MAINTENANCE FORM DIRECTIONS, CONT.
Page 2

NOTE:

1. Names of students transferring to non-Chapter I schools will remain on your Student Roster print-out.

2. Errors indicated on the Rejection Transaction Edit Report are to be corrected and submitted on the following month's Roster/Maintenance Form.

3. If a student submitted on the Roster/Maintenance Form does not appear on the Student Roster print-out, take the following steps:

   (a) access the correct student number from the county data base via the school terminal.

   (b) re-enter all information again on the Roster/ Maintenance Form with the corrected student number.

4. If a student not enrolled in the school appears on the Student Roster print-out, take the following steps:

   (a) re-enter the information for fields 5-32 just as it appears on the Student Roster print-out.

   (b) complete fields 33-38 with DELETE.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
REJECTED TRANSACTION EDIT REPORT

The following is a list of the possible error messages encountered when a transaction is edited.

INVALID SCHOOL YEAR

The year entered on the maintenance form must correspond to the school year given to I.O. Control by the Chapter I office. It must be the last 2 digits of the calendar year in which the school year started.

INVALID COUNTY NUMBER

The county number MUST be "48".

INVALID STUDENT NUMBER

The student number must have 10 digits.

INVALID DROP DATE

Date must be valid. For example, the date 03/35/86 would be invalid since the month of March does not have 35 days.

INVALID GRADE

Grade must be a 2 digit value between and including 00 and 12.

INVALID REPEAT FLAG

Only 2 values permitted -

blank - for non-repeater,
y - for a repeater.

INVALID COMPONENT CODE

Components must be as follows:

B = BOTH
M = MATH
R = READING

nothing else is permitted.

1/CHAP/169.41

REJECTED TRANSACTION EDIT REPORT, CONT.
Page 2

INVALID ENTRY DATE

Same requirements as INVALID DROP DATE

INVALID REPORTING SCHOOL

School number submitted does not correspond to an existing school.

COMPONENT/PERCENTAGE CONFLICT

Only the following entries are possible. Any other combinations will be rejected. If a student is eligible for the following component(s):

Reading - R - enter a reading spring % OR reading fall %
Math - M - enter a math spring % OR math fall %
Reading and Math - B - enter a math and reading spring % OR math and reading fall %.

Once again, any other combinations other than those listed will be rejected. Example: A reading spring and math fall will be rejected.

NON-EXISTENT STUDENT NUMBER

This message will be generated when the student number entered does not exist on the Orange County student database. The best way to find the correct student number is to use the school terminal to verify.

1/CHAP/169.42

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
INSTRUCTIONAL GROUP ASSIGNMENTS

INSTRUCTIONAL GROUP # _____

STUDENTS	CLASSROOM TEACHER	GRADE	RDG. LEVEL

INSTRUCTIONAL GROUP # _____

CHAPTER I TEACHER _____ TOTAL # OF STUDENTS SERVED _____

SCHOOL _____ COPIES:
Principal (1)

DATE _____ Chapter I Program Consultant (2)

1/CHAP/169.20
6/30/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING PLAN SHEET

WEEK OF: _____ CHAPTER I TEACHER: _____

GROUP: _____ GRADE: _____ VERIFICATION: _____

TIME: M _____ T _____ W _____ TR _____ F _____

	INSTRUCTIONAL STRATEGIES
Text: Title/Page: Skills:	
Text: Title/Page: Skills:	
Text: Title/Page: Skills:	
Text: Title/Page: Skills:	

1/CHAP/169.3

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PLAN SHEET

GRADE(S)	STUDENT(S)

TUTOR: _____

WEEK OF: _____

VERIFICATION: _____

	SKILLS	MATERIALS/ACTIVITIES
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

1/CHAP/169.2

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PLAN SHEET DIRECTIONS

(1) Indicate grade level and names of students served. If plans are for more than one student, the skills prescribed for remediation must be the same.

(2) Use the Coordination Form to assist in writing a brief explanation of the skill. (See sample plan sheet)

(3) Indicate materials/activities to be used to remediate skills.

(4) Briefly describe planned activities-how materials will be used.

(5) Verification of appropriate planning will be documented by Chapter I personnel.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
SAMPLE TUTOR PLAN SHEET

GRADE(S)	STUDENT(S)

TUTOR: _____

WEEK OF: _____

VERIFICATION: _____

	SKILLS	MATERIALS/ACTIVITIES
MONDAY	Numeration #6 Compare numbers 0 - 20	Unifix cubes: 6 orange, 5 white, 9 blue Have students sort cubes and compare sets using the vocabulary greater than, less than, equal to. Make "real" graphs by placing cubes on graph chart. Give oral math sentence for graph info.
TUESDAY	Same	Buttons, bottle caps, sea shells. Review and graph items on chart. Give chart info orally and write math statement using symbols, e.g., $7 > 3$, $3 < 7$. (Touch, see, say, write)
WEDNESDAY	Same	Cards with symbols and blanks for numbers. Play game. Students complete math sentence (6 is greater than 2) before spinning for move.
THURSDAY	Same	Four sets of number cards 0-12. Dominoes. Play game "High Number." See page 27 in Book 1, Addison-Wesley. Give each student 5 dominoes. Give oral math sentence for each.
FRIDAY	Same	Dominoes Play Dominoes. Player gives math sentence for each domino placed, e.g., three is less than six, six is equal to six.

CHECKLIST FOR TUTOR PLAN SHEET

SCHOOL _____ DATE _____

TUTOR'S NAME _____ VERIFICATION _____

	YES	NO
Skills have been prescribed by the classroom teacher.	____	____
A plan was made for each student prior to the service.	____	____
Plans include: skill to be reinforced	____	____
materials	____	____
activities	____	____
Classroom teacher has initialed the Coordination Form monthly.	____	____

COMMENTS: _____

_____

CHECKLIST FOR TUTOR PLAN SHEET

SCHOOL _____ DATE _____

TUTOR'S NAME _____ VERIFICATION _____

	YES	NO
Skills have been prescribed by the classroom teacher.	____	____
A plan was made for each student prior to the service.	____	____
Plans include: skill to be reinforced	____	____
materials	____	____
activities	____	____
Classroom teacher has initialed the Coordination Form monthly.	____	____

COMMENTS: _____

_____

1/chap/169.7

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR OBSERVATION CHECKLIST

Name of Tutor _____

Date of Observation _____

Observed by _____

Grade _____ Time _____

	S	S/R	NI
1. Shows understanding of skills/concepts being presented.	____	____	____
2. Uses manipulatives and modeling, to promote understanding of enabling skills before moving on to the abstract.	____	____	____
3. Writes plans that reflect resourcefulness, creativity, and coordination with classroom instruction.	____	____	____
4. Selects and uses a variety of activities that are appropriate for the ability level of students.	____	____	____
5. Demonstrates a positive attitude which contributes to the student's self image.	____	____	____
6. Uses planning time constructively.	____	____	____
7. Is receptive and responsive to suggestions aimed at improving his/her effectiveness as a tutor.	____	____	____

COMMENTS: _____

_____

Tutor's signature _____

S = Satisfactory
S/R = Satisfactory with Recommendation
NI = Needs Improvemem

Original-Tutor
Copy-Coordinating Teacher

1/CHAP/169.58

ORANGE COUNTY, FLORIDA
E.C.I.A. CHAPTER I
SCHEDULE

TEACHER _____

SCHOOL _____

DATE SUBMITTED _____

WORK DAY _____
Reporting Time — Ending Time

STUDENT'S DAY _____
Beginning Time — Ending Time

TIME	Monday	Tuesday	Wednesday	Thursday	Friday

1/Chap/169.19
7/01/86

Copies: Principal (1)
Program Consultant (2)

ORANGE COUNTY, FLORIDA
E.C.I.A. CHAPTER I
SAMPLE SCHEDULE

Merry Martin
TEACHER

Happy Day School
SCHOOL

9/30/86
DATE SUBMITTED

WORK DAY 7:30 (Reporting Time) 3:00 (Ending Time)

STUDENT'S DAY 8:00 (Beginning Time) 2:15 (Ending Time)

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00	Conference Grade 1 2nd Mon.	Planning ---------->			
8:10 – 8:50	Group 1	Group 7	Group 4	Group 8	Group 3
8:50 – 9:30	2	3	6	7	5
9:35 – 10:15	3	Planning and Break	8	2	8
10:15 – 10:55	Planning and Break	4	Planning and Break	3	6
10:55 – 11:35	4	5	1	Planning and Break	Conference 4th Grade 3rd Friday
11:35 – 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:05 – 12:45	6	8	Tutor Observations	4	2
12:45 – 1:25	7	2	Tutor Observation	5	1
1:30 – 2:10	5	1	Conference Grade 2 1st Wed.	6	7
2:10 – 3:00	Planning and conferences with tutors/teachers ---------->				

1/Chap/169/S
6/30/85

Copies: Principal (1)
Program Consultant (2)

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TUTOR PROGRAM SCHEDULE

DATE: _____

SCHOOL: _____ CHAPTER I PERSONNEL: _____

	Student's Name	Grade	Classroom Teacher	Mon	Tues	Wed	Thur	Fri	Total Weekly Contact
1									
2									
3									
4									
5									
6									
7									
8									
9									
	TOTAL DAILY CONTACT (270 min. daily except Wed.) (210 min. on Wed.)								

Non-Instructional Duties:

	M	T	W	TR	F
Before School					
During School					
After School					
Total *					

*Not to exceed 42 minutes for each day.

Copies: Principal (1); Chapter I District Staff (1); Chapter I Coordinating Teacher (1)

1/CHAP/169.28
7/2/86

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING OBSERVATION REPORT

STUDENT NAME: _____

SCHOOL: _____ GRADE: _____

REPORTING DATE: _____ SCHOOL YEAR: 19__ - 19__

This report has been designed to help you understand your child's progress in **CHAPTER I ONLY.** It is not a report card and has no bearing on promotion. It is being provided to inform you as to how your child is progressing in the Chapter I Reading Program.

Your child is receiving extra help with reading skills in small group settings. In this way, individual attention can be provided. We are sending this special report because children often respond differently in **SMALL GROUPS** than they do in a total classroom environment. Therefore, please consider this report without comparison with others.

CHAPTER I OBSERVATIONS

Participates in basic communication activities:	Shows Progress	Needs Improvement
Listening.....	___	___
Speaking.....	___	___
Reading.....	___	___
Writing.....	___	___

Comments/Suggestions: _____

_____

_____

_____

PREPARED BY: REVIEWED BY:

_____ _____

Chapter I Reading Support Teacher Classroom Teacher

- -

ECIA CHAPTER I

Parent Comments:

If you have any comments, please use space below and return to your child's school.

_____

_____

_____

CHILD'S NAME: _____ GRADE: ____ DATE: _____

PARENT/GUARDIAN'S SIGNATURE: _____

1/CHAP/119
03/10/86

*The Chapter I Reading Observation Report is a communication tool to inform parents of Chapter I services being provided for their child. It also provides for increased opportunity for parental involvement.

*These statements are not on the actual report, but for your information.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
READING EXPENDITURE FORM

SCHOOL _____

READING SUPPORT TEACHER _____ ALLOCATION: _____

DATE	ITEM DESCRIPTION	AMOUNT SPENT	BALANCE IN ACCOUNT

1/chap/169.12

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
MATH EXPENDITURE FORM

SCHOOL _____

READING SUPPORT TEACHER _____ ALLOCATION: _____

DATE	ITEM DESCRIPTION	AMOUNT SPENT	BALANCE IN ACCOUNT

1/chap/169.11

(TO BE TYPED; READ INSTRUCTIONS ON BACK OF LAST PAGE)

REQUISITION

56.

TO: SUPERINTENDENT OF SCHOOL BOARD OF ORANGE COUNTY, FLORIDA

(1) SUGGESTED SUPPLIER

NAME Central Florida School Supply

ADDRESS 1331 West Church Street

CITY & STATE Orlando, FL 32805 (Zip Code)

(2) WORK LOCATION NUMBER 9600

NAME (School or Dept.) Division of Instruction

ORIGINATOR'S REQ. NO.

Louis L. Foster (REQUESTING PERSON) DATE 7/2/86

PRINCIPAL, DEPT. HEAD, OR DIVISION HEAD (Sign Here) DATE

(3) DELIVER TO (Full Address Inc. Zip Code)

Orange County Schools, Chapter I - Warehouse
410 Woods Avenue
Orlando, FL 32805

(4) ATTN. OF Diane McCallan/Louis L. Foster

(5) SPECIAL PROGRAM:

NAME ~~Chapter I 480-21270-87301~~

and/or NUMBER 4731

(6) EPRMS Program No.

(7) (INFORMATION REQUIRED ON ALL LINES)

TYPE OF ITEM (I.E. LIBRARY BOOKS, EQUIPMENT, TEXTBOOKS, WORK BOOKS, FILMS, FILMSTRIPS, ETC.)

AREA OR DEPARTMENT (I.E. GENERAL SCHOOL USE, SCIENCE, BAND, 1ST GRADE, ETC.)

(8) Object 510

(9) Function 5100

(10) Program Cost Category 900

(11) QUANTITY	DESCRIPTION AND SPECIFICATIONS (TYPE)	UNIT PRICE	TOTAL PRICE
1	Action Fraction Games (Circles)	13.99	13.99
1 PKG	Writing Chalkboards (1 pkg. of 10) ID# 3436	29.95	29.95
	WAREHOUSE DELIVER TO: Happy Day Elementary School Attention: Merry Martin		
		Page Total	$ 43.94
		GRAND TOTAL	$ 43.94

FOR COUNTY LEVEL USE ONLY

VENDOR 31 32 33 34 35 36 37

BATCH 77 78 79 80 P

TEMPORARY ENCUMBRANCE #

PROCUREMENT APPROVAL

BUDGET APPROVAL

SPECIAL APPROVAL

SPECIAL APPROVAL

(12) Materials have been received in good condition, and payment may be approved.

APPROVED SIGNATURE

DATE RECEIVED

Form PUR No. 1 (Rev. 9/1/82)

VENDOR (WHITE) 60

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
DIRECTIONS FOR COMPLETING REQUISITIONS

1. SUGGESTED SUPPLIER

   Give complete name of vendor, address, city, state and zip code.

2. WORK LOCATION NUMBER

   a. Give the Four-Digit, Work Location Number: 9600
   b. Name of Department: Division of Instruction
   c. Originator's Requisition Number: Number consecutively
   d. Requesting Person: Louis L. Foster
   e. Date: Date of requisition
   f. Principal, Department Head, or Division Head: Leave blank (Louis L. Foster's signature)
   g. Date: Leave blank (Date requisition is approved by Chapter I office)

3. DELIVER TO:

   Orange County Schools, Chapter I - Warehouse
   410 Woods Avenue
   Orlando, FL 32805

4. ATTENTION OF:

   Diane McCallan/Louis L. Foster

5. SPECIAL PROGRAM

   a. Name: 480-21270-87301
   b. and/or Number: 4731

6. EPRMS PROGRAM NO:

   Leave Blank

7. Leave Blank

8. OBJECT: 510

9. FUNCTION: 5100

10. PROGRAM COST CATEGORY: 900

11. DESCRIPTIONS AND SPECIFICATIONS

   a. Quantity: Enter in this column the number of items requested
   b. Description and Specifications: Enter the correct name description and/or specification of the items being requested.
   c. Unit Price: Enter the price per unit
   d. Total Price: Follow directions on back of requisition
   e. Page/Grand Total: Follow directions on back of requisition

   *IMPORTANT NOTE

   Enter at bottom of the "Description and Specifications" section:

   WAREHOUSE DELIVER TO: School Name
   Chapter I Coordinating Teacher

12. RECEIVING REPORT: Leave Blank

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
FORMS REQUEST

QUANTITY	FORM
_____	1. Checklist for Tutor Plan Sheet
_____	2. CTBS-U Handscoring Worksheet
_____	3. Forms Request
_____	4. Instructional Group Assignments
_____	5. Math Behavioral Checklist
_____	6. Math Coordination
_____	7. Math Expenditure
_____	8. Non-Instructional Duties
_____	9. Parent Letter
_____	10. Reading Behavioral Checklist
_____	11. Reading Coordination
_____	12. Reading Expenditure
_____	13. Reading Observation Report
_____	14. Reading Plan Sheet
_____	15. Request for Testing
_____	16. Requisition
_____	17. Student Roster/Maintenance
_____	18. RST Schedule
_____	19. Student Release
_____	20. Testing Record
_____	21. Transfer
_____	22. Tutor Observation Checklist
_____	23. Tutor Plan Sheet
_____	24. Tutor Program Schedule

_____ (Reading Support Teacher)

_____ (Date Requested)

_____ (School)

_____ (Date Returned)

Please send to Eva Gibbs, Administrative Center, Station 402, Chapter I Annex.

1/CHAP/169.49

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
CTBS TESTING GUIDELINES

1. Request CTBS Form U as needed.

   Grade 2 Level D

   Grade 4 Level F

   Call 422-3200, Extension 633

2. Once you have received the test(s), you have 72 hours to administer, score, and return to the Testing Department, Administrative Center, Building 200. Place testing order early in the week; no tests will be sent out after Wednesday.

3. All test items requested MUST be returned:

   Test booklet (consumable and non-consumable)

   Answer sheets

   Answer key

Following is a list of approved nationally normed referenced tests in lieu of the CTBS that provide percentile scores that can be used to determine Chapter I eligibility:

California Achievement Tests
Stanford Achievement Tests
Iowa Tests of Basic Skills
Metropolitan Achievement Tests
SRA Survey of Basic Skills
Comprehension Assessment Program

Other normed reference tests would need approval from the Testing Department. Approval may be obtained by calling the Chapter I Program Consultants.

1/mf/207
7/18/86

Procedures for determining student eligibility for Chapter I programs when hand scoring the Comprehensive Tests of Basic Skills, Form U (CTBS-U).

Step 1. Calculate the raw scores for the reading vocabulary, the reading comprehension, the mathematics computation, and the mathematics concepts and applications subtests. On the attached work page, enter the raw scores for the two reading subtests in the spaces under the column Reading Raw Scores and for the two mathematics subtests in the spaces under the column headed Math Raw Scores.

Step 2. Locate the tables titled Number-Correct Score to Scale Score and select the table that corresponds to the grade in which the student was tested. Table 1 is for grade 2 and Table 2 is for grade 4. Find the column headed Number-Correct Score and locate the corresponding scale score for each of the reading and mathematics subtests. Enter these scale scores in the appropriate spaces under the columns headed Reading or Math Subtests Scale Score on the work page.

Step 3. Add the reading vocabulary subtest scale score to the reading comprehension subtest scale score and on the work page enter the sum in the box under the column headed Reading Subtests Scale Score.

Step 4. Divide this sum by two and on the work page enter the result in the box labeled Obtained Total Reading Scale Score under the column headed Total Reading Scale Score.

Step 5. Locate the tables titled Scale Score to Percentile Rank and select the table that corresponds to the grade and month in which the student was tested. Tables 3, 4 and 5 are for grade 2 and tables 6, 7 and 8 are for grade 4. Under the column headed Total Reading, find the Obtained Total Reading Scale Score. Read across and find the percentile rank corresponding to the Obtained Total Reading Scale Score. Enter the percentile rank in the space under the column headed Total Reading Percentile Rank on the work page.

Step 6. If the Total Reading Percentile Rank is less than or equal to 33, then the student is eligible for the Chapter I program in reading.

Step 7. Add the mathematics computation subtest scale score to the mathematics concepts and applications subtest scale score and on the work page enter the sum in the box under the column headed Math Subtests Scale Score.

Step 8. Divide this sum by two and on the work page enter the results in the box labeled Obtained total Math Scale Score under the column headed Total Math Scale Score.

Step 9. Locate the tables titled Scale Score to Percentile Rank and select the table that corresponds to the grade and month in which the student was tested. Tables 3, 4 and 5 are for grade 2 and tables 6, 7 and 8 are for grade 4. Under the column headed Total Math, find the Obtained Total Math Scale Score. Read across and find the percentile rank corresponding to the Obtained Total Math Scale Score. Enter the percentile rank in the space under the column headed Total Math Percentile Rank on the work page.

Step 10. If the Total Math Percentile rank is less than or equal to 33, then the student is eligible for the Chapter I program in math.

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
CTBS-U HANDSCORING WORKSHEET

School: _____

Student Name: _____ Grade: _____

	Reading Raw Scores	Reading Subtests Scale Score	Total Reading Scale Score	Total Reading Criterion Scale Score
Reading Vocabulary	_____	_____		
Reading Comprehension	_____	_____		
		☐	÷ 2 = ☐	_____
			Obtained Total Reading Scale Score	

	Math Raw Score	Math Subtests Scale Score	Total Math Scale Score	Total Math Criterion Scale Score
Math Computation	_____	_____		
Math Concepts and Applications	_____	_____		
		☐	÷ 2 = ☐	_____
			Obtained Total Math Scale Score	

NOTE: Attach this form to each answer sheet verifying the score(s).

1/CHAP/169.63

TABLE 1

GRADE 2

NUMBER-CORRECT SCORE TO SCALE SCORE
LEVEL D, FORM U

NUMBER CORRECT SCORE	SCALE SCORE: READING			SCALE SCORE: MATHEMATICS		NUMBER-CORRECT SCORE
	VOCB	READ COMP		MATH COMP	CNCP APPL	
0	386	352		309	333	0
1	386	352		309	333	1
2	386	352		309	333	2
3	386	352		309	333	3
4	386	352		309	333	4
5	386	364		309	333	5
6	411	432		344	333	6
7	448	459		391	333	7
8	467	477		422	333	8
9	481	491		444	390	9
10	492	502		463	427	10
11	501	511		479	450	11
12	509	520		494	467	12
13	516	528		508	481	13
14	523	536		523	492	14
15	530	544		538	502	15
16	536	552		554	512	16
17	543	560		574	520	17
18	549	568		599	529	18
19	556	578		645	537	19
20	564	588		723	546	20
21	573	601			554	21
22	584	616			563	22
23	600	638			573	23
24	628	676			582	24
25	704	723			593	25
26					606	26
27					621	27
28					645	28
29					691	29
30					753	30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

1/mf/314

TABLE 2

GRADE 4

NUMBER-CORRECT SCORE TO SCALE SCORE
LEVEL F, FORM U

NUMBER CORRECT SCORE	SCALE SCORE: READING			SCALE SCORE: MATHEMATICS		NUMBER-CORRECT SCORE
	VOCB	READ COMP		MATH COMP	CNCP APPL	
0	502	447		553	521	0
1	502	447		553	521	1
2	502	447		553	521	2
3	502	447		553	521	3
4	502	447		553	521	4
5	502	447		553	521	5
6	502	447		553	521	6
7	502	447		553	521	7
8	502	447		553	521	8
9	502	447		579	521	9
10	502	447		600	521	10
11	505	476		612	526	11
12	544	529		621	563	12
13	563	555		628	579	13
14	575	572		634	591	14
15	584	584		639	600	15
16	592	595		643	607	16
17	598	603		647	613	17
18	604	611		650	618	18
19	609	618		653	623	19
20	613	624		656	627	20
21	617	630		659	631	21
22	621	636		662	635	22
23	625	641		665	638	23
24	629	646		667	641	24
25	632	651		670	644	25
26	636	655		673	647	26
27	639	660		675	650	27
28	643	665		678	653	28
29	646	669		680	656	29
30	650	674		683	659	30
31	654	679		686	662	31
32	657	684		689	666	32
33	661	689		692	669	33
34	665	694		695	672	34
35	669	700		699	675	35
36	673	706		703	679	36
37	678	712		709	683	37
38	683	720		716	687	38
39	689	728		729	692	39
40	695	737		751	697	40
41	703	749			703	41
42	712	764			711	42
43	725	785			723	43
44	748	821			743	44
45	829	853			791	45

1/mf/314.1

TABLE 3

GRADE 2

SCALE SCORE TO PERCENTILE RANK
(September, October, November)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
524	49	518		681	99	686
521	48	516		680	98	685
519	47	513		667	97	668
517	46	511		659	96	658
514	45	508		653	95	650
512	44	506		648	94	643
509	43	503		644	93	638
507	42	500		640	92	633
505	41	498		637	91	629
502	40	495		633	90	625
500	39	492		630	89	621
497	38	489		627	88	618
495	37	487		624	87	614
492	36	484		621	86	611
490	35	481		618	85	608
487	34	478		615	84	605
485	33	475		612	83	602
482	32	472		609	82	599
480	31	469		606	81	596
477	30	466		603	80	594
474	29	462		601	79	591
472	28	459		598	78	588
469	27	456		595	77	586
466	26	452		592	76	583
463	25	448		590	75	581
460	24	445		587	74	578
457	23	441		584	73	576
454	22	437		581	72	573
451	21	433		579	71	571
448	20	429		576	70	568
444	19	425		574	69	566
441	18	420		571	68	564
437	17	415		568	67	561
433	16	411		566	66	559
429	15	406		563	65	556
425	14	400		561	64	554
420	13	395		558	63	552
415	12	389		556	62	549
410	11	383		553	61	547
405	10	376		551	60	545
399	9	369		548	59	542
392	8	362		546	58	540
385	7	354		543	57	537
377	6	345		541	56	535
369	5	336		538	55	533
359	4	325		536	54	530
349	3	313		533	53	528
337	2	298		531	52	525
				529	51	523
325	1	279		526	50	521

1/MF/314.2

TABLE 4

GRADE 2

SCALE SCORE TO PERCENTILE RANK
(December, January, February)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
556	49	554		697	99	703
554	48	552		696	98	702
552	47	550		686	97	686
550	46	548		679	96	675
548	45	546		674	95	667
546	44	544		670	94	661
544	43	541		666	93	656
542	42	539		662	92	651
539	41	537		659	91	647
537	40	535		655	90	643
535	39	533		652	89	640
533	38	531		649	88	637
531	37	529		646	87	634
528	36	527		643	86	631
526	35	525		640	85	628
524	34	522		637	84	626
521	33	520		634	83	623
519	32	518		631	82	621
517	31	515		629	81	619
514	30	513		626	80	616
512	29	511		624	79	614
509	28	508		621	78	612
507	27	506		618	77	610
504	26	503		616	76	608
501	25	501		613	75	605
498	24	498		611	74	603
496	23	495		609	73	601
493	22	492		606	72	599
489	21	489		604	71	597
486	20	486		602	70	595
483	19	483		599	69	593
480	18	480		597	68	591
476	17	477		595	67	589
472	16	473		593	66	587
469	15	470		590	65	585
465	14	466		588	64	583
460	13	462		586	63	581
456	12	457		584	62	579
451	11	453		582	61	577
446	10	448		579	60	575
441	9	442		577	59	573
435	8	437		575	58	571
429	7	430		573	57	569
422	6	423		571	56	567
414	5	415		569	55	565
406	4	406		567	54	563
396	3	395		565	53	561
386	2	382		563	52	560
373	1	364		561	51	558
				558	50	556

1/mf/314.3

TABLE 5

GRADE 2

SCALE SCORE TO PERCENTILE RANK
(March, April, May and June)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
580	49	580		709	99	714
578	48	579		708	98	713
576	47	577		699	97	697
574	46	575		693	96	687
572	45	574		688	95	679
570	44	572		684	94	673
568	43	571		680	93	668
567	42	569		677	92	664
565	41	567		673	91	660
563	40	566		670	90	657
561	39	564		667	89	654
558	38	562		664	88	651
556	37	561		661	87	648
554	36	559		658	86	645
552	35	558		655	85	643
550	34	556		652	84	641
548	33	554		650	83	639
545	32	552		647	82	636
543	31	551		644	81	634
541	30	549		642	80	632
538	29	547		640	79	630
536	28	545		637	78	629
533	27	544		635	77	627
531	26	542		633	76	625
528	25	540		630	75	623
525	24	538		628	74	621
522	23	536		626	73	619
519	22	534		624	72	618
516	21	532		622	71	616
513	20	529		620	70	614
510	19	527		618	69	613
507	18	525		616	68	611
503	17	522		614	67	609
500	16	520		612	66	607
496	15	517		610	65	606
492	14	514		608	64	604
488	13	511		606	63	603
483	12	508		604	62	601
479	11	505		602	61	599
474	10	501		600	60	598
469	9	497		598	59	596
463	8	492		596	58	594
458	7	487		595	57	593
451	6	481		593	56	591
444	5	474		591	55	590
437	4	466		589	54	588
428	3	457		587	53	586
418	2	444		585	52	585
				584	51	583
405	1	427		582	50	582

1/mf/314.4

TABLE 6

GRADE 4

SCALE SCORE TO PERCENTILE RANK
(September, October, November)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
644	49	652		761	99	723
642	48	651		760	98	722
641	47	650		746	97	716
639	46	649		738	96	711
637	45	648		733	95	707
636	44	647		728	94	703
634	43	646		724	93	700
632	42	645		721	92	698
630	41	644		718	91	695
628	40	643		715	90	693
626	39	642		713	89	691
624	38	641		710	88	690
622	37	640		708	87	688
620	36	639		706	86	687
618	35	638		704	85	685
616	34	637		702	84	684
613	33	636		699	83	683
611	32	634		698	82	681
609	31	633		696	81	680
606	30	632		694	80	679
604	29	631		692	79	678
601	28	629		690	78	677
598	27	628		688	77	676
595	26	626		687	76	675
592	25	625		685	75	674
589	24	624		683	74	673
586	23	622		682	73	
583	22	620		680	72	672
580	21	619		678	71	671
576	20	617		677	70	670
573	19	615		675	69	669
569	18	613		674	68	668
565	17	611		672	67	667
561	16	609		670	66	
557	15	607		669	65	666
552	14	605		667	64	665
547	13	602		666	63	664
542	12	600		664	62	663
537	11	597		663	61	662
532	10	594		661	60	
526	9	591		660	59	661
520	8	587		658	58	660
514	7	583		657	57	659
507	6	579		655	56	658
500	5	573		654	55	657
492	4	567		652	54	
483	3	560		651	53	656
474	2	550		649	52	655
463	1	536		647	51	654
				646	50	653

1/mf/314.5

TABLE 7

GRADE 4

SCALE SCORE TO PERCENTILE RANK
(December, January, February)

SCALE SCORE				SCALE SCORE		
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
658	49	663		776	99	725
656	48	662		775	98	724
654	47	661		761	97	718
653	46			752	96	714
651	45	660		746	95	711
649	44	659		741	94	708
647	43	658		737	93	706
645	42	657		734	92	703
643	41	656		731	91	702
642	40	655		728	90	700
640	39	654		725	89	698
638	38	653		723	88	697
636	37	652		721	87	695
633	36	651		718	86	694
631	35	650		716	85	693
629	34	648		714	84	692
627	33	647		712	83	690
624	32	646		710	82	689
622	31	645		708	81	688
620	30	644		706	80	
617	29	642		705	79	687
614	28	641		703	78	686
612	27	640		701	77	685
609	26	638		700	76	684
606	25	637		698	75	683
603	24	635		696	74	682
600	23	634		695	73	
597	22	632		693	72	681
593	21	630		692	71	680
590	20	629		690	70	679
586	19	627		688	69	
582	18	625		687	68	678
578	17	623		685	67	677
574	16	621		684	66	676
570	15	619		682	65	
566	14	616		681	64	675
561	13	614		679	63	674
556	12	611		678	62	673
551	11	608		676	61	
545	10	605		675	60	672
540	9	602		673	59	671
533	8	598		672	58	670
527	7	594		670	57	
520	6	590		669	56	669
513	5	584		667	55	668
505	4	578		666	54	667
497	3	571		664	53	
487	2	562		662	52	666
				661	51	665
476	1	549		659	50	664

1/mf/314.6

TABLE 8

GRADE 4

SCALE SCORE TO PERCENTILE RANK
(March, April, May, June)

SCALE SCORE						
TOTAL READ	% ILE RANK	TOTAL MATH		TOTAL READ	% ILE RANK	TOTAL MATH
671	49	672		792	99	727
669	48	671		791	98	726
667	47	670		776	97	721
665	46			767	96	718
664	45	669		760	95	715
662	44	668		755	94	712
660	43	667		751	93	710
658	42	666		747	92	708
657	41	665		744	91	707
655	40	664		741	90	705
653	39	663		738	89	704
651	38	662		735	88	702
649	37	661		733	87	701
647	36	660		731	86	700
644	35	659		728	85	699
642	34	658		726	84	698
640	33	657		724	83	697
638	32	656		722	82	696
635	31	655		721	81	695
633	30	654		719	80	694
630	29	652		717	79	
628	28	651		715	78	693
625	27	650		714	77	692
622	26	648		712	76	691
619	25	647		710	75	
616	24	646		709	74	690
613	23	644		707	73	689
610	22	642		706	72	688
607	21	641		704	71	
604	20	639		703	70	687
600	19	637		701	69	686
596	18	635		699	68	
592	17	634		698	67	685
588	16	631		696	66	684
584	15	629		695	65	
580	14	627		694	64	683
575	13	625		692	63	682
570	12	622		691	62	
565	11	619		689	61	681
560	10	616		688	60	680
554	9	613		686	59	679
548	8	609		685	58	
542	7	605		683	57	678
535	6	601		682	56	677
528	5	596		680	55	
520	4	590		678	54	676
512	3	583		677	53	675
503	2	574		675	52	674
				674	51	
492	1	562		672	50	673

1/mf/314.7

ORANGE COUNTY, FLORIDA
ECIA CHAPTER I
TESTING RECORD

SCHOOL: _____

GRADE: _____

STUDENT NAME	STUDENT NUMBER	STANDARDIZED TEST	DATE ADM.	PERCENTILE % READ	PERCENTILE % MATH	*DISPOSITION	TEST ADMIN. BY:
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							

* Disposition
R = Reading
M = Math
B = Both
NE = Not Eligible